

Project Justification

Ho‘okahua: to lay a foundation. When our ancestors first arrived here in Hawai‘i, they brought only what they needed in order to survive. These new lands provided them with an opportunity to establish a home and a lifestyle to ensure the sustainability of their people. Our kūpuna (ancestors) brought with them the culture and traditions of Kahiki and adapted to their new found ‘āina and environment creating a foundation for nohona Hawai‘i, a Hawaiian way of life. Today, much like our kūpuna, we find ourselves having to adapt to a new way of life as a result of our changing world due to Covid-19. What was once the “norm” is no longer. Our educational systems have been compromised. Teaching and learning styles have evolved rapidly over the past 18 months. During this time we look to the wisdom of our ancestors to help re-establish a firm educational foundation built on the knowledge that they have perpetuated for us. We seek knowledge through the mo‘olelo (stories) of our ancestors.

“O ke kahua mamua, mahope ke kūkulu. The site first, and then the building.” This ‘Ōlelo No‘eau #2459 (Hawaiian proverb) figuratively means that one should learn all they can and then practice. Let us heed to the wisdom of our ancestors and re-establish our fundamental teaching and learning practices in order to prepare our keiki (children) to receive and attain knowledge.

Recently Hawai‘i has made progress increasing access to high-quality experiences that support literacy. And yet, of the Native Hawaiian learners enrolled in Hawai‘i public school, 54% of Native Hawaiian children enter school ready for kindergarten; by third grade only 36% are reading at grade level or higher; 24% are academically prepared in grade 8; 27% graduated from high school on time and prepared for the next step; and 22% completed postsecondary education/training. (*Kamehameha Schools SP2020, Updated March 2019*).

Bringing culturally and linguistically relevant books and resources into the classroom embraces the language, practices, cultures, and identities of our students. These texts also help all students draw upon their background knowledge to comprehend their reading. While there are many free library resources available for children from birth through pre-kindergarten, learners K-12, and adults, most are in English language only and not Hawaiian culture based. The need for culture-based education can positively impact student socio-emotional well-being, and math and reading test scores for all students, particularly for those with low socio-emotional development. (*Kana‘iaupuni, S., B. Ledward, and U. Jensen. Culture-Based Education and Its Relationship to Student Outcomes*).

Ho‘okahua is aligned with the Native Hawaiian Library Services Goal 2: Improve educational programs related to specific topics and content areas of interest to library patrons and community-based users. Specifically, Objective 2.2: Support the development and implementation of classes, events, teaching tools, resources, and other educational services. It is consistent with Papahana Kuaola’s mission to cultivate ‘āina and kānaka to nurture learning, relationships, and lifestyles that enable all Hawai‘i to thrive for the purpose of preserving and perpetuating the Hawaiian culture and lifestyle. Ho‘okahua responds to the communities identified and the recommendations of the *Hawaii State Literacy Plan, 2020*.

Ho‘okahua will address our community needs as we re-establish our educational foundation after an unprecedented year of distance learning and navigate through a new normal. We will develop Hawaiian cultural, historical, and place-based learning opportunities focused on the mo‘olelo of Hawai‘i in order to perpetuate traditional Hawaiian knowledge and methodologies through various virtual and hands-on experiences. Ho‘okahua supports formal classroom teachers with a comprehensive literacy program as an online and in person resource that is easily accessible to students through various distance learning alternatives. This culture-based literacy project provides a cultural exploration of Hawai‘i through the mo‘olelo, both songs and

stories, connected to communities and locations. Ho‘okahua is designed to address the need for synchronous and asynchronous learning as requested by teachers in a survey conducted by Papahana Kuaola in March 2020.

The majority of participants will come from underserved communities, particularly those on the islands of Moloka‘i and Maui. 1,540 participants will be directly served on the islands of Oahu 739, Maui 171, Moloka‘i 630. Our intended audience is 1,247 students (grades PK-6), 50 teachers and 247 families that reside in rural communities and those on neighbor islands where resources and educational opportunities are often limited.

Work Plan

Ho‘okahua is a Hawaiian culture and values-based program infused with Hawaiian language that focuses on the sustainability and stewardship of the ‘āina. This program provides students with experiential and exploratory learning opportunities that are based on the foundations of Hawaiian cultural practices. Ho‘okahua will encourage students to make inquiries based on observations and investigations. Through the Ho‘okahua program, students will attain a sense of aloha ‘āina (love the land) and mālama ‘āina (to care for the land) while upholding the words proclaimed by our ali‘i (chief) Kauikeaouli, Kamehameha III, “He ‘aupuni palapala ko‘u, mine is a literate nation.”

The keiki and ‘ohana will be immersed in the indigenous culture of Hawai‘i through various learning opportunities that combine rich Hawaiian culturally based instruction and activities with cutting-edge concepts rooted in the history and mo‘olelo of this ‘āina. We will look at our environment through a native lens and demonstrate the intelligence and ingenuity of our kūpuna. Ho‘okahua reflects on the inspiration of our kūpuna and looks to the wisdom of the past to understand the present in order to determine our future.

Ho‘okahua will focus on the two official languages of Hawai‘i, Hawaiian and English. The project expands a culture-based literacy program that emphasizes traditional Hawaiian mo‘olelo, incorporates Hawaiian values, cultural practices, traditional arts, language, and knowledge. Participants will engage in the preservation, practice and perpetuation of Hawaiian culture, language and knowledge through increased understanding and appreciation of traditional Hawaiian literature. This will be accomplished through the following activities.

Mo‘olelo Monday - Each month a traditional mo‘olelo or mo‘olelo of modern times depicting the culture, values, language or traditions of Hawai‘i, will be shared. This monthly offering will promote Hawaiian literature within the home and encourage ‘ohana to read together. PK staff will read/and or perform mo‘olelo through this virtual platform, revitalizing “storytime” and bringing our mo‘olelo to life. Monthly mo‘olelo will be archived and readily available for viewing at any time both during and after the month featured.

Mo‘okalaleo - Within our mo‘okalaleo, we share a literacy component both in Hawaiian language and English that extends our mo‘olelo journey. Students in our Hawaiian language class will translate Hawaiian language copy to English and vice versa.

Mo‘o ‘Ōlelo - A succession of Hawaiian words or phrases will be shared each week. The mana‘o behind each word or phrase relates to the mo‘olelo being presented that month. This component will enhance cultural awareness and knowledge through Hawaiian language. Produced by participants in our advanced Hawaiian language class. Mo‘o ‘Ōlelo will also be posted on Facebook and Instagram.

Ho‘opoeko - Hawaiian language instruction will be held on a weekly basis to families. Classes will be held weekly to support the normalization of Hawaiian language in the home. Employing “the Silent Way

Method”, families will enjoy the use of Cuisenaire Rods and other manipulatives to learn Hawaiian language. This non-academic methodology will focus on phrases and vocabulary commonly used in the home.

EKE (Experiential Kupuna-inspired Education) - A selection of traditional and contemporary mo‘olelo that are age/grade appropriate will be placed in the classroom for loan to students. A reading log, and activities will be designed and produced that support each title. Students will be able to borrow books to take home in a “take home bag” (an ‘eke) or they can read the books in the classroom. Bi-monthly, a PK educator will read a book with students in their classroom. This will be followed by a hands-on activity and/or a huaka‘i to connect mo‘olelo to place. These may be virtual or in-person presentations. For young learners, PK staff will drive to schools in our library van on a quarterly basis to deliver new classroom books, read a mo‘olelo, engage students in a hands-on activity.

A‘o Aku A‘o Mai - Summer and intersession enrichment programming where students will learn and grow with lessons from the ‘āina. Haumāna will have the opportunity to build pilina, relationships, with the ‘āina, wahi pana and kānaka while practicing aloha ‘āina. These lessons will be shared with ‘ohana during family learning days where they will teach one another as well as learn from one another. Relationships will be enriched with the ‘āina and one another through the sharing of mo‘olelo and Hawaiian culturally based activities.

Aloha ‘Āina- The love for our land is what has helped our people to thrive for generations. The knowledge and understanding that our land and natural resources create the foundation for a sustainable lifestyle is reinforced through the teachings of our kūpuna and the continued practice of mālama ‘āina, caring for the land and the world around us. Participants will learn about various native Hawaiian plants through the Kīpuka and Kuana Waipao pages of the Papahana Kuaola website. Various native plants will be identified and distributed in forms of cutting or seed to be grown and planted within their respective school communities.

A KILO journal will serve as the culminating activity in which keiki and kumu will document their observations of themselves and the world around them according to the knowledge shared through mo‘olelo (stories), mana‘o (thoughts, insite), and mo‘omehehu (culture).

Ho‘okahua will begin on September 1, 2021 and end on August 31, 2022. Key project staff are: Mahealani Merryman, Project Director; Tiare Agpaoa, Project Coordinator; Noelani Lopez, Oahu Educator; Penny Martin, Moloka‘i Educator; Mary Anna Grimes, Maui Educator; Keoua Nelsen, Hawaiian Language Instructor; Jessica Von Hauki, Program Assistant; Janine Snedcor, Fiscal Manager. The project will proceed with the following four phases.

Phase I: Planning and Preparation Phase – September 1, 2021 to November 15, 2021

Activities and Persons Responsible

- Meet with staff to review project plan and timeline, clarify roles and responsibilities, and schedule development meetings - Merryman, Director
- Notify schools of the grant award and confirm participation - Agpaoa, Coordinator
- Identify and select Hawaiian mo‘olelo, mele, books, and plants that will serve as the focus of project activities - Agpaoa, Coordinator
- Contact schools and service agencies to promote the project, provide registration, and schedule sessions. Agpaoa, Coordinator; Martin, Moloka‘i Educator; Grimes, Maui Educator; Nelsen, Instructor

- Order project supplies - Hauki, Assistant
- Process library books as they are received. - Hauki, Assistant; Martin, Moloka‘i Educator; Grimes, Maui Educator
- Send books and supplies to Moloka‘i and Maui

Phase II: Project Development – November 2021 to January 2022

- Update project web page - Hauki, Program Assistant
- Produce mo‘olelo video presentations - Agpaoa, Coordinator
- Develop additional Mo‘o ‘Ōlelo and Mo‘okalaleo to accompany mo‘olelo video - Nelsen, Instructor
- Adapt Hawaiian Language curriculum for family learning - Nelsen, Instructor
- Translate readers and other literature to Hawaiian language - Nelsen, Instructor
- Develop cultural activity worksheets, Kilo Journal, book lists, etc. - Agpaoa, Coordinator and project team
- Identify or develop activities for A‘o Aku A‘o Mai - Agpaoa, Coordinator and project team
- Choose and obtain plants to be propagated/planted and identify cultural information/activities connected to those plants; assemble plant kits for Aloha ‘Āina - Agpaoa, Coordinator; Lopez, Oahu Ed
- Develop assessment and evaluation tools - Merryman, Director; Agpaoa, Coordinator; Lopez, Oahu Ed

Phase III: Project Implementation – January to August 2022

- Promote/advertise new Mo‘olelo Monday, Mo‘o ‘Ōlelo, and Mo‘okalaleo - Agpaoa, Coordinator and project team
- Conduct Hawaiian language classes - Nelsen, Instructor
- Conduct literacy sessions - Agpaoa, Coordinator and project team
- Conduct A‘o Aku A‘o Mai and Aloha ‘Āina sessions, distribute plant kits - Agpaoa, Coordinator; Lopez, Oahu Ed
- Evaluate sessions and adjust as needed - Agpaoa, Coordinator and project team
- Compile and analyze evaluation data - Merryman, Director
- Photo document key aspects of the project – Lopez, Oahu Ed. and project team
- Administer participant surveys; obtain written comments - Lopez, Oahu Ed. and project team

Phase IV: Reporting and Financial Close Out

- Present project accomplishments at IMLS grantee meeting - Merryman, Director; Agpaoa, Coordinator
- Prepare and submit performance and financial reports to IMLS - Merryman, Director; Snedico

Resources required for Ho‘okahua are staff time, a total of 4,808 hours are: Books and processing materials, printing services, programming supplies, postage and travel costs. Travel cost includes mileage for staff travel to communities and travel to the annual grantee meeting. We will partner and collaborate with the following schools, and community organizations.

O‘ahu - 4 public schools and 1 Hawaiian education organization will contribute student and teacher time, expertise and school resources, Hui Kū Maoli Ola Native Hawaiian Plant Nursery will contribute plants and planting materials.

Moloka‘i - 4 public schools, and 1 homeschool will contribute student and teacher time, expertise and school resources. Moloka‘i Land Trust and The Nature Conservancy on Moloka‘i, will contribute access to ‘āina (Kamakou Preserve), expertise, and native plant resources. Wa‘akapaemua Canoe Club members will outplant seedlings and cuttings in the community.

Maui - 4 public schools, and Hula Hālau Wehiwehi O Leilehua, and Hawaiian Outrigger Canoe Voyaging Society will contribute student and teacher time, expertise and learning resources. Kaho‘olawe Island Reserve Commission (KIRC) will contribute programming space. See supplemental attachments for letters of support.

The potential risk to this project is that new variants of the Covid-19 virus spread to Hawai‘i and we find our current vaccine ineffective. In this event, schools would close and/or teaching schedules and methodologies modified as Hawai‘i would move to Tier 1 threat level. If this should happen, PK will revert to all virtual programming and all outdoor and in-person activity would be cancelled. PK would work with partnering schools to support teachers and families as recommended.

This project will provide services to students, teachers, families, and general community members. The majority of participants will come from underserved communities, particularly those on the islands of Moloka‘i and Maui. Opportunities to participate will be posted on the PK website, Instagram, and Facebook. Families will be reached through Lili‘uokalani Trust, community service organizations, and PK partners on O‘ahu, Moloka‘i, and Maui.

Project Results

As a result of Ho‘okahua, PK will have diversified their educational modalities. This is important not only as a reactive measure to current events, but also a necessary evolution to properly address the needs of the community; especially rural communities and those on neighbor islands where resources and educational opportunities are often limited. It is expected that this project will promote increased interest in literacy and culture, understanding of the environment, and mālama for the ‘āina; while addressing the critical need to improve access to quality educational programming. Moreover, this will be a stepping-stone to further investigate and expand virtual learning systems and tools, with the intent to create ever growing, effective and sustainable HCBE (Hawaiian Culture Based Education) resources.

Tangible products resulting from Ho‘okahua are: Kilo Journal, planting kits, readers in Hawaiian language, activity and worksheets, and learning manipulatives to support HCBE.

To monitor progress and document project completion in a timely manner, the Project Director will meet with staff twice a week. Achievement of objectives and outcomes will be measured, and evidenced, by the successful completion of activities. Progress reports will be prepared and submitted to funders, Papahana Kuaola Directors, and project partners during the project period. Expected objective outcomes, their measures, and reporting protocol include:

- (1) Successful development of curriculum for online and in-person teaching/activities as evidenced by completion of first teacher meeting, transmittal of materials to teachers for classroom use, and scheduling of presentations and visits as documented by project educators for oversight and reporting.
- (2) Successful evaluation of Hawaiian culturally based literacy components and virtual and hands-on activities evidenced by: completed student and teacher surveys resulting in 80% of teachers will indicate that the project improved HCBE digital services; 80% of teachers will indicate that the project improved HCBE educational programming; 80% of teachers will indicate that the project enhanced the preservation and revitalization of Native Hawaiian culture and language; 80% of teachers will indicate that the project met their expectations and requirements; 70% of participants will increase their Hawaiian cultural knowledge as determined by participant surveys. 70% of participants in Hookahua will report, via teacher survey, an increase in their capacity to support

HCBE in their class; 70% of students will borrow books from the classroom lending library and read in class and/or at home with their family; measures will have been distributed to and collected from teachers; and project educators will have documented and evaluated the data for oversight and reporting.

(3) Successful finalization of the curriculum will be evidenced by teacher approval of final materials, the availability of the new HCBE curriculum. The Project Director will have documented and reported the completion of the website update. The Project Coordinator will have tracked and reported the inquiries and applications received from schools for the new curriculum.

Additionally, all qualitative data including comments and feedback from participants and the community will be documented and considered in making improvements to current programs, as well as the planning and development of future programs.

Evaluation results will be documented through semi-annual reports and monthly Directors meetings. Further documentation will occur during the development of program presentations. The evaluation will exist as a front-end (field-testing curriculum before final implementation; understanding the current level of student understanding and education on curriculum concepts), formative (same as previous) and summative (data will be used to guide curriculum changes, improve any applicable programs, and gauge the project success and participant impact).

Outcomes and Measures

1. Participants are connected to their Native Hawaiian cultural identity.
 - 70% of participants will increase their Hawaiian cultural knowledge as determined by participant surveys. Mo‘olelo and place-based projects connect students to their ‘āina and promote community well-being. Through the project participants are more likely to feel connected to the Hawaiian culture.

Evidence of Progress

- Correctly reproduce content of session. For example: identify ahupua‘a and moku where school is located.
 - Expand upon the content of the session and/or connect content to other areas of life. Participation in Hawaiian practices and/or mālama ‘āina activities in the community or at home.
 - Teacher and parent observation of increased student knowledge of mo‘olelo.
2. Partners, schools, and educators have the knowledge and resources to deliver HCBE.
 - *70% of participants in Ho‘okahua will report, via teacher survey, an increase in their capacity to support HCBE in their class.*

HCBE approaches enhance relevance and relationships at school while supporting academic outcomes. In addition to professional development sessions, teachers acquire knowledge and skills through participation in classroom both in-class and online sessions.

Evidence of Progress

- Integration of HCBE into their classroom teaching. Utilize resources provided to connect Hawaiian culture to academic subjects.
 - Expand knowledge and skills in searching and acquiring cultural resources using Hawaiian electronic databases.
3. Students will strengthen their interest in reading, understanding, and appreciating Hawaiian cultural based

literature.

- *70% of students will borrow books from the classroom lending library and read in class and/or at home with their family.*

We learn from mo‘olelo how Hawaiians of old thought, lived, and expressed themselves. They convey important cultural values. Mo‘olelo provides students insight into Hawaiian knowledge, reinforcing concepts learned and validating a Hawaiian worldview.

Evidence of Progress

- Completion of reading log.
- Ability to read and retell a mo‘olelo.
- Self-reporting interest in reading.
- Participation in Ho‘okahua reading activities.

Performance Measures

- 80% of teachers will indicate via year-end survey that the project improved HCBE digital services.
- 80% of teachers will indicate via year-end survey that the project improved HCBE educational programming.
- 80% of teachers will indicate via year-end survey that the project enhanced the preservation and revitalization of Native Hawaiian culture and language.
- 80% of teachers will indicate via year-end survey that the project met their expectations and requirements.

Additional Measure

- 70% of participants increase their understanding and knowledge of mo‘olelo as determined by participant surveys.
- 70% of participants increase their interest and appreciation of mo‘olelo as determined by participant surveys.
- 80% of teachers indicate overall project satisfaction.
- 80% of teachers approve newly developed educational materials.
- 80% of teachers indicate application of new resources in the classroom per teacher survey.

Success of the project will also be measured by the following impact indicators:

- 1,540 participants directly served.
- 11 storytelling sessions, 45 minutes each, will be produced.
- A website featuring informative videos, instructional powerpoint presentations, literary articles, and interactive experiences.

Upon completion, continued project implementation will be covered by general operating costs, allowing incorporation of this project in teaching opportunities provided to schools and communities in the years ahead. When schools return to their normal teaching format and schedule, the products developed by this project will continue to be used and serve as extended learning resources for students, families and teachers. It will reinforce lessons learned in the classroom and provide a deeper understanding of Hawaiian culture.

With the appropriate support and funding, PK plans to continue expanding and improving all digital collections. This would include cataloging and digitizing all finalized lessons and activities. Given unprecedented times and uncertainty of the physical classroom, it is vital that we adapt and create successful pathways that not only

provide quality education but also promote Hawaiian cultural bonds that will keep the community strong and moving forward.

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Planning and Preparation												
Meet with staff to review project plan, timeline; roles and responsibilities; and schedule development meetings	-----											
Notify schools of the grant award and confirm participation	-----											
Identify and select Hawaiian mo‘olelo, mele, books, and plants that will serve as the focus of project activities	-----	-----										
Contact schools and service agencies to promote project, provide registration, and schedule sessions	-----	-----	-----									
Order project supplies		-----	-----									
Process library books as they are received		-----										
Send books and supplies to Moloka‘i and Maui		-----										
Project Development												
Update project web page			-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Produce mo‘olelo videos; develop Mo‘o ‘Ōlelo and Mo‘okalaleo			-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Adapt Hawaiian Language curriculum for family learning		-----	-----									
Translate readers and other literature to Hawaiian language		-----	-----									
Develop cultural activity worksheets, Kilo Journal, etc.		-----	-----									
Identify or develop activities for A‘o Aku A‘o Mai		-----	-----									
Obtain plants, identify cultural information/activities connected to plants; assemble plant kits		-----	-----									
Develop assessment and evaluation tools		-----	-----			-----	-----					
Project Implementation												
Promote/advertise new Mo‘olelo Monday, etc.			-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Conduct Hawaiian language classes, literacy sessions, A‘o Aku A‘o Mai, and Aloha ‘Āina sessions; distribute plant kits				-----	-----	-----	-----	-----	-----	-----	-----	-----
Evaluate sessions and adjust as needed			-----	-----	-----						-----	
Compile and analyze evaluation data					-----						-----	
Photo document key aspects of the project		-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Administer participant surveys; obtain written comments		-----		-----			-----		-----	-----	-----	-----
Reporting and Financial Close Out												
Present project accomplishments at IMLS grantee meeting												-----
Prepare, submit performance and financial reports to IMLS											-----	-----